

THE NEED FOR SEX EDUCATION IN SECONDARY SCHOOLS WITH PARTICULAR
PREFERENCE SCHOOLS IN IGBO-EZE LOCAL GOVERNMENT AREA.

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ABSTRACT

This study was conducted to investigate the need to introduce sex education in secondary schools using a random sampling method, a total 100 student were selected from five schools, twenty each from the senior students. The responses from the question shows that, the student have little knowledge concerning the subject matter. The students also show much interest in the subject been introduced in the school, various to benefitted from the teaching include save sexual life and ability to manage sexual activities, things like unsaved abortion, sexual transmitting disease and death that often resulted from quack practice could be reduced or completely avoided. we strongly suggested that government should enforce the teaching as well as including the subject in the school curriculum. Teaching of sex education will also help to compliment efforts being made towards the control of HIV/AIDS and unsaved abortion.

KEYWORDS: sex, investigate, introduced, schools, need

INTRODUCTION

Early sex training among the youth is vital. Ideas about sex should be given to them as well as about everything else in the world. No parents, however enlightened are able to give their children a complete and wholly satisfactory education on the subject of sex and its many ramifications. One is supposed to begin to learn about sex at once with his or her first squall.

Newspapers, periodicals, journals and magazines often carry sensational stories of teenage sex escapades, pregnancies, sexually transmitted diseases like gonorrhoea, syphilis and herpes Oikeh et al, (1981). Most recently (relatively) but more dangerous are the reported cases of Acquired Immune Deficiency Syndrome (HIV –AIDS), while the reports of expulsion of pregnant students by school authorities were also common Ehinmowo, (1981).

Sex is part of living whether one grew up at ease with his/her sexual selves depends to a great extent on whether his/her parents accepted the first effort of self instruction affirmatively or negatively in a progression of development. A baby must be the despair of sincere communist. During his early stage, he is self centered individualist with imperialist capitalist tendencies. He wants what he wants and will demand it such as when he is went he demands to be dry by crying. Quite soon he knows what gives discovering his mouth and his fingers and can suck them. He also discovers his genital organs and perceives that touching or moving them produces pleasant feelings. At this point his mother begins to instill the sexual attitude that may affect his sexual adjustment. If the mother frowns or moves his hand away, she creates the impression that this part of the body is different and touching it is bad and this affects the individual sexual life in childhood, adolescence and throughout maturity.

At times boys experiment and until they are about twelve these experiment involved chiefly to their own sex. They do show each other their genital organs and compare them. They masturbate alone or with their fellow boys. Sometimes they experiment with the opposite sex. This psychological consequences because most of the young stars by this time know that they are doing something they should not. If we have parents or teachers who knew what was going on and explain in private talk that it would be better to wait for such contact and not to masturbate that this might cause them to avoid activities which may worry them and

interfere with normal sexual love later in marriage. Some of our parents know the result of sexual ignorance but are unwilling to agree to programmes to replace it with knowledge.

Ewuzie (1993) defined sex education as the giving of necessary facts about sex and encouraging questions and discussions on sex and sex related issues. This she said gives every child the opportunity to fulfil his or her potentials for sexual happiness at the appropriate time in life. Cowel (1977) views sex education as process of acquiring sex knowledge, positive attitude towards sexual acts, male and female relationship and the likely implication of any sexual activity. Oikeh (1981) believes that sex education must include all educational measures which in any way help young people prepare to meet the problems of life that have their original centre in sex instruct and unavoidable come in some form into experiences of any normal human being. Onyeoma (1996) believes that sex education is that aspect of fundamental education that exposes the individual into understanding the anatomy and physiology of the human body and how to effectively use the knowledge and its implication to effectively adjust to all biological drives.

Ewuzie (1993) in clarifying the confusion which usually arise from the real meaning of sex education stressed that sex education does not mean instructing children in sexual techniques as it is wrongly believed. Sex education according to him means giving the necessary facts about sex and encouraging questions and discussions on sex and related issues.

Darden (1963) in his own clarification maintained that sex education should be distinguished from sex information. He described sex education as character education and consists of instructions to develop understanding of physical, mental, emotional, social, economical and psychological phases of human relations as they are affected by male and female.

According to Iheanacho (1989) sex education is the science that invents, creates, develops and teaches responsible sex habits. Unfortunately, most of the sexual knowledge posed on to young people is based on a combination of superstition, myths and ignorance. This has created incredible psychological damage in the form of irrational sexual shame, guilt, fear and self-hatred, unwanted pregnancies, sexually transmitted diseases (STD) including AIDS and last but not the least, clandestine abortions. Klening and Mohay (1990) asserted that children exposed to sex education have increased knowledge, healthier attitudes and practices of life.

Researchers have shown that because of unfounded fears by adults, government authorities, sex education has not taken its proper place in the school curriculum Eze (2001).

In our own view, sex education is that instruction that is transmitted to the child/youths on sexual matters to help them grow, incorporate sex/sexual matters most meaningfully into their present and future life. This helps in providing him with some basic understanding of virtually every aspect of sex by the time the individual reaches full maturity. Sex education stands for the protection preservation, extension, improvement and development of the family based on the accepted ethical ideas. A British medical Association in its subject of the year – Health Education agreed on the need for more education on sex and stated:

“Inadequate preparation for adult life leads to a very large measure of unhappiness brought from ignorance in the lives of many people of widely differing ages from the young children are puzzled by the answers to its very national questions, the school girl appalled by the unexpected onset of menstruation, to the married woman ignorance of her natural function in womanhood”. Obiekezie-Ali (2003)

However, the subject is a delicate and controversial one which needs accuracy in its discussion making great demands on teachers and instructors. Following the advancement in science and technology world

over, the speed with which children experiment with things they see or have improved. This is why sex education should be embraced so as to help and guide the Nigeria youths.

Factors affecting the teaching of sex education in secondary schools.

There are numerous factors hindering the effective teaching of sex education in secondary schools. Some of the constraints are hereby briefly reviewed.

Culture

According to Denga (1983) culture is the form type of civilization of a certain race or nation and the customs associates with it. The issues of sex and sex related matters still remain an anathema to the Nigeria society. According to culture of many towns, parents find it difficult to give their children sex education. Taboos universally associated with sexual behavior usually make it extremely difficult if not impossible for parents to discuss sexual activities and the risks associated with it with their growing children. Most parents would rather leave this responsibility to leaders and or other adults whom they believe to be in better position to deal with such sensitive issues. Unfortunately teachers and school systems are often not prepared for this task and are hampered by similar sensitivities. It is a taboo in the olden days to see a boy and a girl who are not bloody related walking or playing about together in the street.

According to Emenike (1981) the issues of sex remains secret until the girl or boy become married. Young men may exaggerate their sexual activities when asked, reflecting cultural norms that encourage and approve of sexual experimentation for boys while young women may underreport their sexual activity because of cultural norms that values virginity for girls. Emenike (1981) said that in traditional communities, it is not uncommon to find a bride and bridegrooms ignorant of sex untill their wedding night. He went further to say that some might only mention few things to their daughters about their menstrual experiences but for boys their parents try to keep them in total blackout.

Religion

Most religions organisations in Nigeria today regard the teaching of sex education in Nigeria secondary schools or by parents at home as one of the things that led to moral decadence. According to Nze (1985) when children/students are acquainted with the knowledge of sex they are bound to become way-ward. He continued by saying that the society become corrupt since sex education topics were introduced in us that sex is a hush-hush subject, something to be feared. Quite frankly, this attitude could never lead to a sexual enlightened, educated and understanding society. The catholic doctrine forbids children mentioning such words like vagina and penis publicly. Children brought up in this manner find it difficult to teach sex education lessons. Teachers will skip such topics as reproduction, sexually transmitted diseases, and pre-marital sexual relationships etc which are very important areas of knowledge of any human being.

Attitude of the general public towards sex education

The attitude of the public on matters relating to sex education is nothing to write home about. Inspite of the fact that sex education is important for adolescent. Sex education should be planned to suit students from pre-school through colleges and include topics about which students are concerned, which ranges from reproduction to STDS, HIV/AIDS. Also that sex and sexuality ought to be dealt with in health education rather than to be confined to one labeled sex education. Parents and other adults in the community prefer to believe that access to sexuality education will encourage adolescent to become sexually active.

Lack of qualified teachers

Lack of qualified teachers to handle sex education is one of the major constraints to the effective teaching of sex education. Action health incorporated (1986) in listing factors hindering the promotion of school based sexuality education, pointed out that a great number of school principles and teachers do not feel comfortable speaking about sexuality even in biology classes. This is often due to the fact that most teachers do not receive training in this subject.

According to Onyeliowu (1975) sex education is taught by the teachers who are not qualified to handle the subject. Some or most of the teachers do not know the simple concept of biology or health educations are meant to handle such subjects which are not related to their area of specialization.

Parents' attitude

The consequences resulting from the attitudes of parents towards sex education in Nigeria Secondary Schools cannot be underestimated. Some parents abhor the teaching of sex education with the view that it encourages promiscuity and other related immoral acts and behaviours. Parental attitude and behaviour constitutes another factor which pose a threat to young people's sexual health education. Parents often admonish their children to live moral lives and preach the value of virginity, especially for girls. Yet many of them fail to set positive examples for their children in their own gender attitudes and sexual behaviour. On the contrary, there is a saying that leaving the responsibility of teaching sex education to the parents is the case of a blind man attempting to lead the blind. This say holds water because most parents know nothing more than how to perform the sex act. Human sexuality covers a far broader field than sexual intercourse. Many parents do not have the sexual knowledge. Onyemenam (1992) stated that most parents contend that sex education is not desirable because desirable behaviour pattern will be learnt as the child grows up, provided he is not pressurized or scandalized. It is often suggested that children should be educated sexually at home. Many parents find the prospects bewildering. It often entail considerable uncertain uncertainty and discomfort for all involved (both parents and children) not to mention the sexual factual knowledge of majority of parents (passing on misinformation to children).

Table 1: Response on sex education question

Question on sexual knowledge	Percentage Responses (n=100)	
	Yes	No
1. Do you like sex education?	90 (90%)	10 (10%)
2. Are you still a virgin?	30 (30%)	70 (70%)
3. Do you have friend of opposite sex?	84 (84%)	16 (16%)
4. Is sex education important to the youths?	90 (90%)	10 (10%)
5. Is sex education taught in secondary schools?	50 (50%)	50 (50%)
6. Can sex education influence the pattern of behaviour of youths?	60 (60%)	40 (40%)
7. Sex education will prevent the hazard of (STDs) Sexually transmitted diseases	64 (64%)	36 (36%)
8. Should sex education be discontinued?	4 (4%)	96 (96%)

Parents should have a through understanding of who we are as human being, why we manifest certain behaviours at different stages of developments and use this knowledge to assist their children go through life successfully. Unfortunately, it has been found in present day Nigeria, parents are yet to live up to expectation as far as communication on sexuality with their children in concerned.

Hence, in this work we evaluate the need for sex education in secondary schools.

METHODS

The study was carried out in some selected secondary schools in Ovoko area of Nsukka LGA area of Enugu state in 2008, a cross sectional study was made and the sample population constitutes the study because majority of them fall into the category of sexually active response and therefore are in the risk group.

Data were collected using questionnaire (8) eight questions were structured. These questions were distributed to 50 students from saint francis secondary school Ovoko in nsukka area of Enugu state. The data or response were analysed using student t- test and further calculated using percentage frequency.

RESULTS

Table 1 depicts the results of this study.

DISCUSSION

Sex education is the science that invents, develops and teaches responsible sex habits. Unfortunately, most of the sexual knowledge posed, on to young people are based on combinations of superstition, myth and ignorance. This has created incredible psychological damage in the form of irrational sexual shame guilt fear and self hatred, unwanted pregnancies, sexually transmitted disease HIV/AIDS and clandestine abortions.

Sexually, health education for young adults is one of the most hotly debated and emotional issues facing planners and educators today. Arguments have been over how explicit education materials should be given and at what age to initiate sex education. Indeed the question has been answered through this research work; it shows that there is need for sex education in secondary schools. From the responses to the questions (Table 1) we all can see that there is great need for sex education in secondary schools. Evidence from the results shown in (table 1) indicate that most of the secondary school children like sex education, most of them have had sexual relationship, more than half of them have friends of opposite sex, 90% of them agreed that sex education is important to youths, half of them agreed that it should be taught in secondary schools, 60% of them believed that sex education influence the pattern of behaviour of youths, 64% of them agreed that it will prevent the hazard of STDs while 96% of them said it should be continued.

The introduction of sex education will prevent the following negative hazards:

1. Increasing rate of school dropouts following unwanted pregnancy in our secondary schools. Rampant death of the youths in the process of abortion of fetus as well as the physiological injuries obtained such as perforation of the uterus by the quack doctors in attempt to remove the conception. There is disharmony in homes caused by limitation on conjugal bliss following fear of unwanted pregnancy and this also enhances the rate of polygamy among some men who could not control their emotions thus causing population explosion. There is impaired social development and imposing psychological problems from the preferred isolation and separate intuition encouraging practice of masturbation among the youths. The conviction of almost all the subjects of this study responding positively, that the teaching of sex education will help students avoid unwanted pregnancy is a confirmation of the opinions of scholars on the advantages of sex education in schools Egwu (1985).

2. Another obvious reasons or the immediate advantages that are of importance towards the students' sex education is on the menace of the pandemic HIV/AIDS and other sexually transmitted diseases which is now the leading cause of death in our generation. From the result, it shows that, there is strong need for sex education in secondary schools and that will assist the youths in developing health sexual behaviour. We therefore recommended the followings:

The teaching of sex education in secondary school should be include in their curriculum and be enforced. Efforts should also be made to further enrich the preservice training programme of teachers in order to give them the necessary tools for the subject. Parents should also allow their children to get the information concerning their sexual life as this will help them in planning and take necessary precaution in the cause of

sexual activities and Government should also discourage various television program or local film that work toward promoting sexual activities.

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Received for Publication: 23/04/2009

Accepted for Publication: 12/05/2009

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